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## NEWS AND NOTES

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NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
SPECIAL MEETING, BOSTON, MASSACHUSETTS  
JULY 6 AND 7, 1922

### PROGRAM

THURSDAY AFTERNOON, JULY 6

C. S. THOMAS, Harvard University, *presiding*

Symposium: "Extra Work for Superior Ability"

### *Speakers*

CHARLES L. HANSON, Mechanic Arts High School, Boston, Massachusetts

DUDLEY H. MILES, Evander Childs High School, New York City

LILLIAN E. WHITON, Long Beach, California

RALPH P. BOAS, Central High School, Springfield, Massachusetts

FRIDAY AFTERNOON, JULY 7

### JOINT SESSION WITH LIBRARY DEPARTMENT

"Books for Boys," A. B. DEMILLE, Winthrop Highlands, Massachusetts

"Opportunities in Junior High School Work," LAURA GROVER SMITH,  
Los Angeles, California

"The Stimulation of Home Reading," HELEN COSGROVE, New York City

"Training for School Librarians," RUTH TOBEY, Terre Haute, Indiana

"The Child's Own Reading," FREDERICK G. MELCHER, New York City

"Library Work in Normal Schools to Fit Their Students for Their  
Work in Teaching," MARY E. RICHARDSON, State Normal School,  
Geneseo, New York

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## THE ASSOCIATIONS

### PROGRESS IN ST. LOUIS

The St. Louis Council of Teachers of English has become one of the largest and most effective in the country. This year their membership is 523, or 20 per cent of the total teaching force employed by the Board of Education. This seems to be a larger proportion than any other local organization has succeeded in enlisting. It must include nearly

all the teachers of English. The St. Louis Council is divided into an elementary section, grades one to six, and a high-school section, grades seven to twelve. There are five general meetings of the Council and seven section meetings, so distributed that any member may attend them all. By means of committees the Council is carrying on investigations—notably the compilation of a stylebook and the formulation of essentials in grammar for the St. Louis schools. January 1 the Council began the publication of an eight-page *English Leaflet*. This is to be published eight times a year and furnished free to members. The three issues so far appearing are newsy and freshly written. They should go far to maintain the interest which seems already aroused in that community. Any outsider may have the *Leaflet* mailed to him by sending fifty cents (annual dues) to E. E. Chiles, Ben Blewitt Junior High School.

#### NEW JERSEY ASSOCIATION

The spring meeting of the New Jersey Association of Teachers of English was held at the State Normal School, Newark, on March 25. The program was one of unusual excellence, and several of the addresses provoked lively and fruitful discussion.

Miss Frances Hays, of Teachers College, Columbia, revealed a rare gift for story-telling in a series of stories—"The Giant Ogre," "Briar Rose," "The Elephant's Child"—told to a group of children from the Summer Avenue School, Newark. Then, as a suggestion to high-school teachers, she gave Walter Pater's version of the Demeter and Persephone myth.

Miss Hays spoke briefly of the value of story-telling, characterizing it as particularly the art of the father and mother. She recommended simplicity in the telling, and the intimate sharing of the story with the child.

Mrs. Theodora Rhoades, of the staff of the Newark Museum, gave a talk on "Museum Material as Visual Education," illustrating her points with articles drawn from the exhibit attractively arranged about the room by the Museum—such as models of a medieval castle and of the Pantheon, a figure representing Richard Coeur de Lion, a green mirror found near Pompeii, a copy of an Etruscan vase, a piece of marble from the Parthenon. "There is often greater reality," she said, "in the things one can touch than in pictures, and hence museum material gives vitality to the teaching of English, and helps to bridge the gulf that separates the grammar school and the high school."

"Can a Motion Picture Help in the Teaching of English?" was the subject of a talk by Mr. J. Milnor Dorey, formerly head of the English Department of the Trenton High School, at present connected with the Bray Productions of New York. Mr. Dorey maintained that, since 87 per cent of our impressions come through the eye, and since 75 per cent of these impressions are interesting mainly because of action, there is a legitimate place for the motion picture in education. He questioned, however, the wisdom of encouraging the putting of the life and soul of literature on the screen, on account of the lack of vision and appreciation on the part of those intrusted with the task. He strongly recommended the use of screen material for subjects for both oral and written composition.

Mr. Dorey has in mind a series of pictures designed to aid teachers in the explanation of grammatical principles, and he would welcome suggestions from any teachers who may be interested. The series will include: (1) errors in speech that can be visualized; (2) the origins of words; (3) common usages in speech and writing; (4) the development of the alphabet; (5) such elementary principles of grammar as can be visualized.

Mr. Dorey then threw upon the screen a film entitled "The Human Voice," representing an animated drawing of the vocal organs superimposed upon the moving picture of a man's head. It showed clearly the shifts of palate and tongue in enunciation, and thus contributed to a better understanding of the mechanism of the voice and of proper methods of forming sounds.

At the afternoon session Professor Charles G. Osgood, of Princeton, gave a résumé of the recent report on "The Teaching of English in England." He spoke of the purpose and scope of the report, and then touched upon some of its problems.

Professor Allan Abbott, of Teachers College, made a report of the November meeting of the National Council of Teachers of English. First, however, he gave a history of the formation of the National Council, together with an account of its growth during the ten years of its existence. He explained the aims of the Council, and its method of procedure, and commented upon its publications. Professor Abbott also outlined the plan which he presented at the Chicago convention for a series of teacher tests to determine the fitness of candidates for the position of teacher of English. He stated that at least one thousand prominent educators have signified their willingness to co-operate.

At the business meeting the following officers were elected for the ensuing year: president, Miss Margaret Coult, Barringer High School, Newark; vice-president, Mellinger E. Henry, Dickinson High School, Jersey City; secretary-treasurer, Miss Mabel A. Tuttle, Linden High School. Members of the executive committee: Charles H. Whitman, Rutgers College; George J. Steinmetz, Paterson High School. Directors of the National Council: Miss Sarah J. McNary, State Normal School, Trenton; Miss Rose Alden, South High School, Newark.

CHARLES H. WHITMAN

RUTGERS COLLEGE  
NEW BRUNSWICK, NEW JERSEY

#### NEW YORK CITY

The Association of Teachers of English of New York City has begun to canvass conditions concerning the teaching of English in the larger cities of the country with a view to discovering what effort is being made by Boards of Education to adjust the size of the teaching force to the increase in high-school registration and the increase in the proportion of students of foreign parentage. The interest and co-operation shown have been very encouraging. At this writing, the returns show what seems to be an amazing difference in the condition secured in cities of similar size and proportion of foreign element. The English teachers of the country have been very patient—and somewhat amused, I gather—by our frightful questionnaire which, we assured them, was made “as brief and pointed as we know how.” We welcome additional replies.

JOHN M. AVENT, *President*

- Name of School..... City.....
1. No. of students taking English.... \*2. No. of teachers of English....
  3. Average no. of pupils taught by teachers of English.....
  4. Percentage of students whose parents (one or both) are foreign born (check)  
less than 25%;      25 to 50%;      50 to 75%;      75 to 90%
  5. No. of times per week English is given:  
9th year.....; 10th year.....; 11th year.....; 12th year.....
  6. No. of times per week Oral English or Elocution (not included in No. 5) is given:  
9th year.....; 10th year.....; 11th year.....; 12th year.....
  7. Length of period.....
  8. Average no. of periods per week taught by teachers of English this term.....

9. Average no. of other assignments (study hall, etc.) per week . . . . .
10. What is your minimum requirement of corrected written work which must be returned to each pupil per term ( $\frac{1}{2}$  year). Stated in terms of themes of at least a page in length. . . . .
11. What proportion of this correction can be done by the teacher in school time?  
 All?  $\frac{1}{2}$ ?  $\frac{1}{4}$ ? None
12. How much time per week is allowed for personal conference and reckoned as part of the program?
13. Do any other departments systematically help in training in oral or written English? . . . . . Which? . . . . .  
 In what way . . . . .  
 . . . . .  
 Is this help effective? Very . . . . . Fairly so . . . . . Ineffective . . . . .
14. What extra activities is the English Department expected to direct without a corresponding allowance on the program?  
 Commencement . . . . . Pageants . . . . . Debating and literary society . . . . .  
 Magazines . . . . . Newspaper . . . . . Other activities . . . . .
- \*If any teacher is giving only a fraction of her time to English, please indicate this by a corresponding fraction. Thus, a teacher carrying only  $\frac{1}{2}$  of an English program (and  $\frac{1}{2}$  of some other) should be considered  $\frac{1}{2}$  of an English teacher.
- Signature . . . . . Position . . . . .

SEVENTH ANNUAL SESSION OF THE COUNCIL OF TEACHERS OF ENGLISH  
OF THE INLAND EMPIRE

The Council of Teachers of English of the Inland Empire met in Spokane, Washington, April 5, 6, 7, 1922, in conjunction with the Inland Empire Teachers Association.

At the annual luncheon, Mr. O. B. Sperlin, Stadium High School, Tacoma, Washington, discussed the new state course of study.

This year the scope of the council sessions was broadened by the arrangement of a joint meeting with the Grammar Grades Section of the Inland Empire Teachers Association. At this session, Miss Georgina Dickson, of the Roosevelt School, Spokane, read a paper on "English in the Grades," and Miss Carlotta Collins, of the Lewis and Clark High School, Spokane, discussed "What We Expect of Freshmen."

At the regular meeting of the council on April 6, reports were heard from the standing committees—namely, the committee on English in the higher institutions, Professor George Morey Miller, of the University of Idaho, acting chairman; the committee on English in the secondary schools, Mr. L. C. Robinson, of the Lewis and Clark High School,

Spokane, chairman; the committee on English in the grades, Mrs. Lillian Smith, of the Stevens School, Spokane, chairman; the school library committee, Miss Lucile Fargo, of the North Central High School, Spokane, chairman.

Dr. Robert Max Garrett, of the University of Washington, Seattle, addressed the council on the subject "*Burning a Pons Asinorum*."

Officers for the coming year were elected as follows: president, Miss Mabel I. Rich, Missoula High School, Missoula, Montana; vice-president, Mrs. Lillian Smith, Spokane, Washington; secretary-treasurer, Miss Irene B. Hunt, Lewis and Clark High School, Spokane, Washington.

IRENE B. HUNT, *Secretary*

#### IDAHO COUNCIL ORGANIZED

Through efforts initiated by Professor George Morey Miller, head of the department of English in the University of Idaho, there was brought into being last fall at the time of the State Teachers' Association at Boise a special section devoted to English. It is expected that this organization will become an integral part of the Inland Empire Council of Teachers of English, and therefore of the National Council. The Executive Committee consists of seven high-school teachers, each representing one of the seven educational districts of the state. The officers are as follows: president, J. Edwin Spence, Boise; vice-president, Alice Johnson, Twin Falls; secretary, Lela Garver, Lewiston. About a year ago a state manual and high-school course of study was issued, of which one-third was devoted to English. It is interesting to note that the English portion of the manual, which is essentially in harmony with the well-known *Report on Reorganization* and with the Inland Empire Bulletins on *Minimal Essentials*, was accepted by the state department exactly as prepared by the English teachers.

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#### THE PERIODICALS

"Practical Experiments in Oral English in the High School" are reported in the *Bulletin* of the Illinois Association of Teachers of English for April 1, by Mabel M. Stacy. To speak well one must have the correct tools in good condition—enunciation, pronunciation, grammatical correctness, choice of words, voice control, body control. Five to ten minutes of each lesson in oral English should be given to drills on these mechanics. The class may be turned into various clubs on

different days, and suitable programs presented. The subject-matter for club work may be found in the life of the pupil (1) in school, (2) in business, (3) in play, (4) in reading. To expect a brief remark appropriate to the day's lesson instead of "Present" in answer to roll call gives each pupil a chance to speak and draws out the diffident. Dramatizations, sales talks, two-minute talks on "Why Men Fail," "Luck or Labor," etc., are useful. "Efficiency," athletics, movies, are common interests. Reports upon the backgrounds of literature serve a double purpose. Special days—Roosevelt, Thanksgiving, Valentine, for example—may be made the occasion of interesting programs. Better Speech Week especially is not to be overlooked.

#### DEVICES TO AROUSE INTEREST

Nora Vere Foote gives in the *English Leaflet* for April a number of these devices. If they work as smoothly as she assures us they will, her title, "Waving the Wand"—a fairy's wand, of course—is justified. Her maxims are: (1) Begin with the interest in self; (2) give the pupils a challenge; (3) send them on a quest; (4) give a chance to develop their opinions; (5) create in them the reporting instinct; (6) watch for opportunities to reward.

#### WHY HATE ENGLISH?

The *Educational Review* for April contains an article by O. O. Norris, a Latin teacher, on "Why Hate English?" The causes are (1) the lack of social standards of linguistic or literary excellence and (2) the Puritan tradition, which exalted conformity and correctness above originality and energy. Significant, excellent expression rather than correctness must be the goal of English teaching. In addition, says Mr. Norris, we must make pupils realize that devotion to literature, the "handling" of ideas, is not foppery or just leisure but an occupation worthy of a red-blooded, full-chested man.

#### JUNIOR HIGH SCHOOLS IN OPERATION

A brief article on "The Junior High School" by A. J. Cloud in the April *Sierra Educational News* declares that in twenty large cities of the country there are now 120,000 pupils in such schools. His questionnaire evidently neglected the smaller systems. The superintendents stated as the greatest advantage of the plan the bringing together of larger numbers with the resultant possibility of classifying into courses according to tastes and into recitation sections according to ability. Next in impor-



tance is the better transition from elementary to high school. Third and fourth places are occupied by enlarged possibilities for vocational guidance and greater encouragement of social activities.

#### IS THE QUALITY FALLING?

In the May issue of the *School Review* E. D. Thorndike shows by elaborate statistics that for every 100 children who reach the age of fourteen there were about three and one-half times as many entering high school in 1918 as in 1890. Inasmuch as education is selective, the less able pupils tending to drop out, Professor Thorndike estimates that 95 per cent of the pupils studying algebra or ninth-grade English in 1890 were above the average in native intellectual capacity. In 1918 only 83 per cent were. In 1890 probably 467 of every thousand pupils in the first year of high school belonged to the most capable tenth of the young people of their age; in 1918, only 255. In 1890 none of the pupils in the first year of the high school probably belonged to the least able tenth of children of their age, whereas in 1918, 4 in every thousand do. There seems to be some justification of the constant complaint of teachers that pupils are less able than they used to be, for since 1918 the development noted in the article has been accelerated by hard times and compulsory attendance laws.

The news pages of the same magazine show that in 1918, 35.9 per cent of the pupils of age to be in the first-year high school were actually in school. Fourteen per cent of our young people complete the high school. "The highest percentage of school attendance in any foreign country for the period corresponding to our high school is 9.1 in Scotland. Our percentage for 1914 was 16.2. The next highest foreign percentages are: Denmark, 5.4; Norway, 4.5; Ireland, 4.3; England and Wales, 3.9." In America we are undertaking universal secondary education, an experiment never even contemplated by any other people. We should not, then, be discouraged if we do not score an immediate and complete success.